



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2101 West Alta Vista, Phoenix, AZ 85041

Roosevelt Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Underperforming
2002-03 Small School
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Sara Marcum
Schedule : 7:30 AM to 4:00 AM
Grades : K-8
2004 Enrollment : 715
Web Address :
Phone Number : (602) 304-3160
Fax Number : (602) 304-3169
E-mail : sara.marcum@rsd.k12.az.us

Mission

DESARROLLO- Mission of E. & V. Pastor Elementary School is to Develop & Educate Students for Academic success; Respect for self & community; Responsible citizenship; Opportunity for future success; Lifelong learning; Leadership roles; Optimal living.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student literacy through an integrated reading and writing curriculum.
- ü Integrate technology into the daily learning of the students.
- ü Increase student math skills and ability.
- ü Integrated thematic instruction.

Enrollment

October 1, 2003 School Year Student Enrollment : 627
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 30

Instructional Programs

- Ü ESL
- Ü Fine Arts Instruction
- Ü Extended-day Kindergarten
- Ü K-3 Voyager Reading Program
- Ü Special Needs Resource
- Ü Wilson Reading Program 7th/8th Sp. Needs

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/2/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

We are committed to provide a safe, supportive and nurturing learning environment where academic excellence is achieved. The learning environment is risk-free, inviting to all students and parents. The staff commits to communicate on a regular basis.

Parents

Learning is a partnership with parents, students, and staff. Parents support their child's learning by assisting with homework, reading together, communicating with the child's teacher, and reviewing the school agenda notebooks on a daily basis. Parents are invited and expected to participate on school teams and special events.

Transportation Policy

To meet the safety of most students, Pastor students are provided bus transportation to and from school. Transportation is provided to students that live across any major/congested major thoroughway, canals, or live more than one mile from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1305	75509	100	98	100	455	469	521	51	39	13	28	33	23	14	22	33	7	6	31
All Students (Prior Year)	64	1242	75372	98	100	100	455	485	523	54	25	9	31	37	25	8	30	36	8	8	30
Female	34	666	37013	97	99	100	452	473	522	47	35	12	26	36	24	21	22	33	5	6	31
Male	38	639	38430	100	98	99	458	465	521	54	43	14	29	30	22	8	23	33	8	5	31
African American	22	188	3660	100	98	99	444	455	496	64	49	24	23	32	31	0	17	28	14	3	18
Hispanic	47	1044	30486	98	98	99	463	472	505	44	38	18	28	33	29	28	23	32	0	6	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	--	12	4075	--	86	100	--	473	486	--	50	28	--	17	34	--	17	26	--	17	12
White	NC	51	35192	NC	93	99	NC	490	534	NC	18	8	NC	39	19	NC	35	35	NC	8	39
Students with Disabilities	NC	126	9708	NC	96	100	NC	418	489	NC	81	32	NC	16	27	NC	1	24	NC	1	17
Students without Disabilities	66	1179	65801	99	99	98	465	476	525	45	33	11	32	35	23	16	25	34	8	6	33
Limited English Proficient Students	29	615	16928	100	100	100	NA	451	485	NA	52	29	NA	28	33	NA	20	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	53	892	36411				442	469	503	56	39	19	36	35	29	4	21	32	4	5	20
Non-Economically Disadvantaged	19	413	39040				474	470	534	44	39	8	17	29	19	28	24	34	11	7	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1295	75492	100	98	100	472	489	519	52	34	12	25	25	16	20	34	47	2	6	24
All Students (Prior Year)	62	1243	75221	95	100	100	482	502	523	44	19	8	20	24	16	36	53	56	0	5	21
Female	34	664	37014	97	99	100	478	494	523	42	28	10	26	27	15	26	37	48	5	8	27
Male	39	631	38400	100	97	99	467	483	516	60	41	14	24	23	17	16	32	47	0	4	21
African American	23	186	3665	100	97	99	466	482	505	61	41	20	17	26	22	22	32	43	0	2	14
Hispanic	47	1037	30438	98	98	99	474	489	508	44	33	17	33	25	21	17	34	47	6	7	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	12	4081	--	86	100	--	488	498	--	42	25	--	17	26	--	33	40	--	8	8
White	NC	50	35177	NC	91	99	NC	504	528	NC	22	8	NC	22	13	NC	46	49	NC	10	31
Students with Disabilities	NC	117	9707	NC	89	100	NC	454	495	NC	77	33	NC	17	21	NC	5	33	NC	1	13
Students without Disabilities	66	1178	65785	99	98	98	477	493	522	45	29	10	29	26	16	24	38	49	3	7	26
Limited English Proficient Students	29	613	16905	100	100	100	NA	467	489	NA	59	34	NA	24	28	NA	15	32	NA	2	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	53	884	36302				462	487	507	64	35	18	28	27	21	8	31	46	0	6	14
Non-Economically Disadvantaged	20	411	39164				485	492	528	37	33	8	21	21	13	37	40	48	5	6	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1277	75053	100	96	99	498	533	597	32	20	7	16	18	12	50	58	72	2	4	9
All Students (Prior Year)	52	1187	73654	80	96	99	490	506	530	40	21	9	20	21	13	40	56	70	0	2	7
Female	34	656	36872	97	97	99	529	555	621	32	13	5	11	19	9	53	62	74	5	6	12
Male	39	621	38109	100	95	99	474	511	573	32	26	10	20	18	14	48	53	69	0	3	6
African American	23	188	3636	100	98	99	482	515	568	43	23	12	13	19	16	39	55	67	4	3	6
Hispanic	47	1017	30235	98	96	98	516	534	575	22	19	9	17	19	14	61	57	70	0	5	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	--	11	4044	--	79	99	--	578	550	--	27	13	--	9	17	--	64	66	--	0	4
White	NC	51	35028	NC	93	99	NC	578	613	NC	10	6	NC	14	10	NC	67	73	NC	10	11
Students with Disabilities	NC	121	9625	NC	92	100	NC	411	530	NC	60	21	NC	22	21	NC	17	55	NC	1	4
Students without Disabilities	66	1156	65428	99	97	98	515	550	604	21	14	6	18	18	11	58	63	73	3	5	10
Limited English Proficient Students	29	592	16765	100	97	100	NA	482	525	NA	42	17	NA	13	20	NA	42	60	NA	2	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	53	870	36077				481	531	566	36	19	10	16	20	16	44	56	69	4	4	5
Non-Economically Disadvantaged	20	407	38950				520	539	618	26	21	5	16	15	9	58	60	73	0	5	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1296	76019	100	100	100	422	452	499	68	37	14	26	50	39	3	7	14	3	6	33
All Students (Prior Year)	73	1239	76230	100	99	100	430	453	498	59	35	12	38	50	38	2	7	12	2	7	37
Female	34	644	37207	100	100	100	438	454	499	59	33	12	35	55	41	0	6	14	6	6	33
Male	36	651	38677	100	100	100	409	448	498	76	41	15	19	46	38	5	7	13	0	6	34
African American	21	214	3817	100	98	100	415	442	475	81	47	23	14	45	47	0	5	11	5	3	18
Hispanic	49	1006	29458	100	99	100	430	454	480	53	34	20	41	52	48	6	7	12	0	6	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	--	16	4735	--	94	100	--	449	466	--	33	28	--	60	49	--	0	10	--	7	13
White	--	43	35880	--	100	100	--	462	515	--	29	7	--	54	32	--	7	16	--	10	45
Students with Disabilities	NC	171	9786	NC	100	100	NC	407	457	NC	84	39	NC	16	40	NC	0	7	NC	0	13
Students without Disabilities	61	1125	66233	100	100	99	426	458	503	64	30	11	30	56	39	3	8	14	3	7	35
Limited English Proficient Students	32	494	15206	100	96	100	NA	432	459	NA	55	31	NA	43	53	NA	0	7	NA	2	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	48	787	35714				422	453	480	72	36	20	20	51	47	4	6	12	4	7	20
Non-Economically Disadvantaged	22	509	40266				421	450	513	62	37	9	38	49	33	0	8	15	0	5	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1297	76020	100	100	100	475	486	503	73	52	25	22	25	23	3	21	40	3	3	12
All Students (Prior Year)	73	1247	76202	100	100	100	479	489	505	70	42	19	18	29	24	11	26	46	2	2	11
Female	34	645	37213	100	100	100	483	489	504	65	45	22	24	29	23	6	23	42	6	3	13
Male	35	651	38666	100	100	100	469	483	501	80	58	29	20	20	22	0	20	38	0	2	12
African American	20	214	3819	100	98	100	474	483	494	75	60	37	15	20	26	5	18	31	5	2	6
Hispanic	49	1006	29442	100	99	99	477	486	494	71	50	37	29	25	26	0	21	31	0	3	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	--	16	4735	--	94	100	--	487	489	--	40	48	--	40	25	--	20	24	--	0	3
White	--	44	35890	--	100	100	--	490	511	--	43	15	--	24	20	--	31	48	--	2	18
Students with Disabilities	NC	171	9784	NC	100	100	NC	467	485	NC	91	58	NC	4	19	NC	5	19	NC	0	4
Students without Disabilities	61	1126	66236	100	100	99	477	489	504	70	46	23	24	28	23	3	23	42	3	3	13
Limited English Proficient Students	32	494	15198	100	96	100	NA	476	483	NA	78	59	NA	16	25	NA	5	14	NA	2	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	48	788	35703				473	486	494	80	52	37	16	24	26	0	20	31	4	3	6
Non-Economically Disadvantaged	21	509	40274				481	486	509	58	51	17	33	25	20	8	22	47	0	3	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1287	75673	100	99	100	466	481	530	36	27	12	39	30	25	22	42	58	3	2	4
All Students (Prior Year)	70	1197	74692	100	96	99	444	464	502	57	41	18	28	34	27	13	24	47	2	1	8
Female	33	643	37099	100	100	100	527	501	548	13	18	8	38	30	22	44	50	64	6	2	6
Male	35	643	38441	100	98	99	417	460	513	55	35	16	40	31	29	5	33	52	0	1	3
African American	19	213	3791	100	98	99	465	467	506	58	35	18	11	30	29	26	34	50	5	1	3
Hispanic	49	997	29305	100	98	99	468	486	507	12	24	16	71	31	31	18	44	51	0	2	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	--	16	4707	--	94	100	--	489	492	--	13	19	--	47	33	--	40	46	--	0	1
White	--	44	35760	--	100	99	--	484	550	--	31	9	--	21	21	--	48	64	--	0	6
Students with Disabilities	NC	169	9706	NC	99	100	NC	395	462	NC	70	36	NC	23	32	NC	6	31	NC	1	1
Students without Disabilities	60	1118	65967	100	99	99	484	494	536	28	20	10	44	31	25	25	47	60	3	2	5
Limited English Proficient Students	32	488	15115	100	95	100	NA	443	471	NA	39	26	NA	34	38	NA	25	35	NA	2	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	47	782	35541				448	484	504	46	27	17	38	29	31	13	43	50	4	2	2
Non-Economically Disadvantaged	21	505	40091				502	477	550	17	27	9	42	32	21	42	40	64	0	1	6

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Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	1289	75001	98	98	99	429	429	468	69	68	37	20	28	36	8	3	16	3	1	10
All Students (Prior Year)	44	1091	71167	100	100	99	429	430	463	68	69	38	32	27	41	0	3	14	0	1	7
Female	42	626	36846	98	98	99	434	429	468	62	67	36	26	29	38	9	3	16	3	1	10
Male	38	661	37974	97	97	99	423	428	467	77	69	39	13	27	34	7	4	16	3	1	11
African American	24	237	3720	96	97	98	412	425	446	71	68	53	29	28	33	0	3	9	0	1	4
Hispanic	54	975	26675	100	98	98	439	430	448	66	68	52	16	27	34	13	4	10	5	1	4
Asian/Pacific Islander	--	NC	1575	--	NC	99	--	NC	504	--	NC	18	--	NC	33	--	NC	20	--	NC	29
American Indian/Alaskan Native	NC	16	4731	NC	100	98	NC	420	438	NC	64	61	NC	36	30	NC	0	7	NC	0	2
White	NC	54	37785	NC	90	99	NC	426	482	NC	67	25	NC	31	39	NC	2	21	NC	0	15
Students with Disabilities	23	202	8802	100	100	100	384	390	418	100	99	79	0	1	16	0	0	3	0	0	1
Students without Disabilities	57	1087	66199	97	98	99	446	436	472	57	62	34	28	33	38	11	4	17	4	1	11
Limited English Proficient Students	16	338	11710	100	95	100	NA	408	429	NA	85	70	NA	15	25	NA	0	4	NA	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	64	766	29814				424	428	448	71	68	53	20	27	33	8	4	10	2	1	4
Non-Economically Disadvantaged	16	523	45170				448	429	479	62	66	28	23	29	38	8	3	20	8	2	14

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	1284	74918	98	98	99	457	465	497	63	57	32	30	21	19	5	19	35	3	2	15
All Students (Prior Year)	44	1099	71100	100	100	99	477	482	502	38	40	25	41	26	21	21	30	40	0	4	15
Female	42	626	36805	98	98	99	461	469	501	53	53	28	41	23	19	6	22	37	0	2	16
Male	38	656	37936	97	96	99	452	462	493	73	61	35	17	20	18	3	16	33	7	3	14
African American	24	237	3719	96	97	98	446	462	481	67	59	43	33	19	21	0	19	29	0	3	7
Hispanic	54	970	26645	100	97	98	464	466	478	61	57	46	26	22	20	8	19	27	5	2	6
Asian/Pacific Islander	--	NC	1571	--	NC	99	--	NC	521	--	NC	18	--	NC	15	--	NC	38	--	NC	30
American Indian/Alaskan Native	NC	16	4729	NC	100	98	NC	463	468	NC	50	57	NC	29	19	NC	21	19	NC	0	4
White	NC	54	37773	NC	90	99	NC	470	511	NC	52	20	NC	20	18	NC	24	41	NC	4	21
Students with Disabilities	23	201	8801	100	99	100	417	419	448	94	95	75	6	4	13	0	1	10	0	0	2
Students without Disabilities	57	1083	66117	97	97	99	473	474	501	50	50	28	39	25	19	7	23	37	4	3	16
Limited English Proficient Students	16	334	11706	100	94	100	NA	435	454	NA	89	71	NA	9	16	NA	2	12	NA	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	64	765	29785				453	465	477	65	57	47	29	22	20	6	19	26	0	1	6
Non-Economically Disadvantaged	16	519	45115				474	466	508	54	56	23	31	21	18	0	20	39	15	4	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	1278	74503	98	97	99	446	442	491	23	18	9	36	45	32	38	35	51	3	2	8
All Students (Prior Year)	42	1053	69001	100	98	96	468	471	490	39	31	17	39	45	37	21	24	45	0	1	1
Female	42	623	36686	98	98	99	458	454	506	15	14	5	41	44	29	41	41	57	3	2	9
Male	38	653	37644	97	96	98	433	431	476	33	23	13	30	46	36	33	30	45	3	1	6
African American	24	234	3677	96	96	97	423	434	475	38	22	12	29	47	36	29	28	46	4	3	5
Hispanic	54	967	26500	100	97	97	461	446	467	13	17	13	42	44	39	42	38	44	3	1	4
Asian/Pacific Islander	--	NC	1566	--	NC	99	--	NC	537	--	NC	5	--	NC	23	--	NC	55	--	NC	18
American Indian/Alaskan Native	NC	16	4695	NC	100	97	NC	434	464	NC	21	14	NC	43	39	NC	36	44	NC	0	3
White	NC	54	37606	NC	90	99	NC	433	508	NC	19	6	NC	48	28	NC	31	56	NC	2	10
Students with Disabilities	23	199	8662	100	98	100	347	371	409	72	59	37	22	30	42	6	9	20	0	1	1
Students without Disabilities	57	1079	65841	97	97	98	485	455	499	4	11	7	41	47	32	50	40	53	4	2	8
Limited English Proficient Students	16	334	11608	100	94	100	NA	397	430	NA	44	23	NA	37	47	NA	19	28	NA	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	64	761	29587				442	444	465	24	17	14	37	45	40	37	36	43	2	2	4
Non-Economically Disadvantaged	16	517	44898				465	441	507	23	19	7	31	45	28	38	34	55	8	2	10

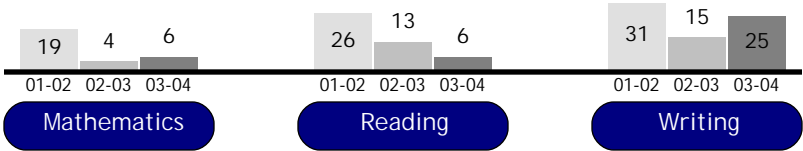
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

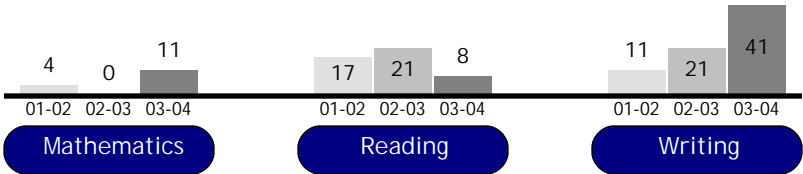
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	13	22	44	92	19	25	50	100	31	NA	58
	Language	98	8	16	39	98	10	17	43	100	12	22	50
	Mathematics	98	12	25	52	98	24	32	57	100	17	34	64
3	Reading	98	12	21	43	100	12	23	47	97	18	NA	55
	Language	98	18	31	50	100	21	34	54	99	27	38	61
	Mathematics	98	13	25	50	100	18	29	54	99	19	33	61
4	Reading	97	16	22	47	97	14	26	52	100	14	NA	56
	Language	97	18	26	45	100	13	28	48	100	19	35	52
	Mathematics	95	20	28	52	100	12	30	57	100	18	38	61
5	Reading	98	18	19	46	100	16	22	50	98	21	NA	55
	Language	100	15	20	43	98	15	24	46	100	18	32	49
	Mathematics	100	26	24	54	100	20	28	57	100	18	38	63
6	Reading	98	26	25	49	94	30	27	53	100	29	NA	56
	Language	98	24	20	42	98	25	21	45	100	22	29	48
	Mathematics	98	40	31	58	98	34	34	62	100	34	40	66
7	Reading	94	22	24	48	100	23	26	51	100	32	NA	54
	Language	94	23	28	51	100	28	29	54	100	43	35	58
	Mathematics	94	28	31	54	100	33	29	58	100	42	32	62
8	Reading	100	20	27	49	100	38	31	53	100	31	NA	55
	Language	100	12	26	46	100	25	27	49	100	29	31	52
	Mathematics	98	26	30	54	100	33	33	58	100	37	37	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Ed & Verma Pastor Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget Development
- Ü School Goals
- Ü Instructional practices
- Ü Curriculum review

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	6	8	0	0
7 to 9 years	1	2	0	0
10 or more years	4	7	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	12
Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü On-line Library
- Ü Science Lab
- Ü Computer Lab
- Ü Multi-Purpose Room (Cafe & Gym)

Extracurricular Activities

- Ü Boys/Girls Afterschool Sports
- Ü Wake-Up Club
- Ü Future Teachers
- Ü Tutorial Programs
- Ü Art Club
- Ü Science Club
- Ü Garden Club
- Ü Leaders of Tomorrow & Student Council

Social Services

- Ü City of Phoenix Parks & Recreation
- Ü Social Worker & Prevention Specialist
- Ü Registered Nurse
- Ü School Resource & Probation Officer
- Ü School Psychologist
- Ü St. Mary's Food Bank Distribution Site
- Ü Love in Action Clothing Distribution
- Ü Immunization Clinic

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	43	43
Grades 3-4	55	56
Grades 4-5	47	64
Grades 5-6	73	58
Grades 6-7	61	61
Grades 7-8	100	78

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Pastor School has implemented a schoolwide curriculum based conflict resolution program (K-8) and peer mediation program for grades 4-8. Through a school safety grant, we are able to provide two full-time officials, a school resource officer and a probation officer to teach law related education and offer after-school activities such as 'Wake-Up Club' and 'Teen Court,' and develop positive relationships with students and community. Prevention specialist provides whole group counseling services.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Sara Marcum	(602) 304-3160
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Ray Saiz	(602) 304-3160
School Nutrition Programs	Cheryl Rita	(602) 304-3164
Parent Organization	Guadalupe Baca	(602) 304-3160
Student Health/Nurse	Ronda Medford	(602) 304-3163

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 16 Pages X .0318 Per page X 100 Copies = \$51.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.